

DIDACTIC PRINCIPLE OF VISUALIZATION IN MATHEMATICS

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Abstract

Didactic principles are general requirements that must be satisfied by learning to successfully achieve its goals. The principle of visualization is a basic principle in teaching mathematics and helps in the realization of other didactic principles, because the visualization of the external support of mental activity. Didactic principle of visualization in the teaching of mathematics is the search about application for visualization resources in teaching with the aim of achieving a high level of abstraction during the formation of mathematical concepts.

The teaching of mathematics in its nature involves the study of concepts, attributes, statements and issues are intrinsically linked with certain dynamic process or situation. Beginning with the introduction of symbolism in the teaching of algebra, a student should begin to think dynamically - what happens to this, what value for that variable. Each geometric task, ask students to question what would happen if one of the geometric objects change. In particular, the study of functions, leading student to a permanent research changes. In essence, the study of functions of the concept of change, especially when it comes to notions of continuity, limes, limit and other essential concepts of mathematical analysis.

The principle of visualization should be raised to a higher and more significant level, because visualization refers not only to how to "see " , but the engagement of the whole perceptual apparatus factor of the teaching process.

We will show that the perception of the teaching of mathematics should be enriched by all possible means and visualization methods, up to the level where the external review team may replace the internal. Time may be considered at the level of perception, student transferred at the show, after which it should apply the methods that the student will lead to the creation of the concept and form of abstract thinking.

Key words: visualization, didactic principles, teaching, mathematics.